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Promoting understanding of special education procedural safeguards through a parental workshop

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PROMOTING UNDERSTANDING OF SPECIAL EDUCATION PROCEDURAL
SAFEGUARDS THROUGH A PARENTAL WORKSHOP

Action Thesis Submitted in Partial Fulfillment of the Requirements
For the Degree Of Masters of Arts in Education

Alejandra Revilla-Rico

California State University Monterey Bay

Spring 2014

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UNDERSTANDING PROCEDURAL SAFEGUARDS

PROMOTING UNDERSTANDING OF SPECIAL EDUCATION PROCEDURAL SAFEGUARDS THROUGH A PARENTAL WORKSHOP

Alejandra Revilla-Rico

Approved by the MAE Graduate Advisory Committee

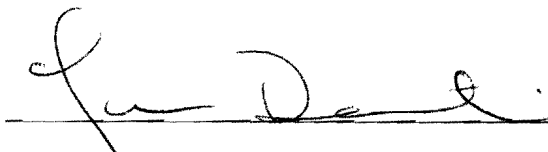


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Abstract

By law, parents of children with disabilities must receive their Procedural Safeguards every time their student is going to be evaluated, re-evaluated, or considered for a change of disability identification or placement. Special Education teachers provide parents with a copy of Procedural Safeguards in their native language and provide an oral explanation of the safeguards. These efforts are often not enough for parents to understand their rights. This study analyzed the impact of providing a workshop on Procedural Safeguards for Spanish speaking parents. The research also examined parent's perception in regards to participation in IEPs. The results suggest that the workshop was valuable to parents. Following the workshop, the Spanish-speaking parents expressed greater self-confidence in participating in IEP meetings and the majority appeared to have maintained information relevant to the Procedural Safeguards and IEP process.

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Acknowledgements

I would like to thank my husband. Thank you for your unconditional support, for being my best friend, for taking care of our home while I was spending long hours studying articles and writing this study. I admire you. You are an amazing human being.

I would also like to thank my father, who helped me edit the Spanish workshop used in this study and gave me confidence to complete this study. ¡Gracias papá!

I would like to dedicate this work to my mother who gave me love and trust and taught me to be strong and dedicated. I love and miss you everyday. This is for you!

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CHAPTER 1

Introduction

The Special Education Procedural Safeguards are a critical aspect of the Special Education process (Fitzgerald & Watkins, 2006). Through the understanding of this document, parents are able to give informed consent and meaningfully participate in the decisions related to their child's education, including identification and diagnosis, evaluation, placement, services, individualized education planning, and transition to adulthood (IDEA 2004). However, the Procedural Safeguards can be difficult to understand for many parents, especially those with limited education or low reading skills (Fitzgerald & Watkins, 2006; Gomez-Mandic, Rudd, Hehir, and Acevedo, 2010). When parents cannot clearly understand the content of the Procedural Safeguards, the document is inaccessible and therefore, reduces its meaning and applicability (Gomez-Mandic et al, 2010). Parents cannot give their informed consent if they do not understand their procedural safeguards.

Problem Statement

When a student is identified as a good candidate for a Special Education evaluation, Special Education teachers are required to meet with the student's parents to explain the evaluation process, parental/children rights, and provide a copy of the Procedural Safeguards. The explanation and the written copy of Procedural Safeguards is typically not enough for parents to fully understand their rights. Educators need to Ensure that parents are well informed of their rights (and those of their child) by providing the information both verbally and written in their native language while at the same time encouraging them to participate in their child's education.

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Parents should be better informed of their rights and those of their children who participate in Special Education despite the differences in culture, race, language, literacy levels and/or other barriers that might exist depending on each individual's circumstances in life. Therefore, districts, schools, and special education teachers should work to bridge these barriers and develop efforts to promote parental rights understanding and participation through accessible information written in one's primary language, (in this case Spanish) along with salient community or school-based forums regarding the special education process and legal determinants to ensure parents comprehend the special education process and attendant safeguards.

Purpose of Study

The purpose of this study was to explore the extent to which offering a parental workshop on Procedural Safeguards in the parents' primary language (i.e., Spanish) will lead to an increase in understanding of their rights. In addition, parents' perceptions about the usefulness of the workshop in promoting participation and advocacy were explored.

The goal of this research was to increase parental understanding of Special Education parental rights and promote more meaningful parental participation in Individualized Educational Plan (IEP) meetings of parents with children in the Resource Specialist Program in the school where the research was conducted. The impact of parents' understanding of the procedural safeguards was measured through a pre/posttest approach with a one-month maintenance test, which assessed the maintenance of knowledge learned during the workshop. The perspectives about the workshop

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usefulness promoting participation and advocacy were measured through a survey with a variety of questions.

Research Questions

- 1) Does a parental rights workshop on Procedural Safeguards in Spanish increase parents' understanding of their Procedural Safeguards?
- 2) If so, is this gained knowledge able to be maintained?
- 3) In what ways do parents believe that a workshop on Procedural Safeguards in Spanish prepared them for future participation in their child's IEP meetings with respect to giving input, asking questions and/or asking for clarification, and feeling confident to perform these tasks?

Theoretical Model

Parental participation is key for their students' success across general and special education. The special education the Act of 1975, Education for All Handicapped Children established Procedural Safeguards for parents of children with disabilities in the educational system (Roit & Pfohl, 1984). Later in 2004, the Individuals with Disabilities Education Act (IDEA) instituted the right to access a Free, Appropriate Public Education (FAPE) for students with disabilities. It also guarantees parent participation during the special education referral, assessment, diagnosis, placement, development of Individual Education Plans (IEPs), and transition services (IDEA, 2004).

However, parental participation cannot occur by itself without offering support for parents about how school procedures and special education work. Family-Centered practices are based on family-school relationships that have certain characteristics of beliefs, principles, values, and practices that work towards the increase of the quality of

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support parents can give to their children (Dunst, 2002). Back in 1994, Shelton and Stepanek developed the “Family-Centered Care for Children Needing Specialized Health and Developmental Services” which main focus is to identify family needs and provide appropriate supports that meet the specific needs to a family taking into consideration the family preferences, priorities, and feelings. More specifically, Family-Centered practices include:

Promoting the coming together of people around shared values and common needs in ways that create mutually beneficial interdependencies; building support systems that enhance the flow of resources in ways that assist families with parenting responsibilities; sharing of ideas and skills by parents and professionals in ways that build and strengthen collaborative arrangements; respecting the family’s beliefs and values and protecting the family from intrusion upon its beliefs by outsiders; promoting the capabilities and competencies of families to mobilize resources and perform parenting responsibilities in ways that have empowering consequences; and adoption of consumer driven services delivery models and practices that support and strengthen family functioning (Dunst, 1995, p. 15).

Along with the family-centered practices is the need of measurement of such practices. This way family-professional collaboration and work can be measured and improved in the areas identified. The Family-Professional Partnership Scale focuses in two main subscales: Child-Focused Relationships and Family-Focused Relationships. The first subscale Child-focused Relationships includes parts related to commitment, professional skills, reliability, and safety. The second subscale Family-Focused Relationships includes

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parts related to communication, equality, and dependability. In addition, the respect section is found within both factors based on the role of the person using the scales. This scale has been proven to be adequate used for family-professional partnerships (Summers, Hoffman, Marquis, Turnbull, Poston & Nelson, 2005).

While the Family-Professional Partnership Scale is a tool used to improve practices working with families of special education students and professionals, it is urgent that a combination of the IDEA rights and strong parental support system that follow the values of family-centered practices or similar are in place to promote parental participation and therefore contribute to student success.

Researcher Background

I graduated from the Universidad San Agustin, Arequipa, Peru with a bachelor's degree in business administration and shortly thereafter began working at a bank. Later, I came to the United States and studied at Cabrillo Community College as a foreign student, graduating from the English as a Second Language Program. Then, I started working in a credit union in Santa Cruz, California as a teller and also teaching financial workshops in Spanish in Watsonville, California as part of the outreach program. This work educating adults made me realized how much I enjoy teaching. Soon after, I found an opportunity to volunteer in an elementary school in Watsonville. It was very clear to me that teaching was a career I wanted to pursue. I started working as an after school teacher and a part time special education assistant and took the exams required to study to become a teacher. Even before entering the University I was presented with the opportunity to work as a Resource Specialist in Special Education, a position that I have held for five years at the same elementary school where I began. I find this job extremely

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gratifying because I can make a difference in my community working with a student population that is most vulnerable.

Definition of Terms

- **Procedural Safeguards:** Document explaining educational rights and responsibilities. They may be called Procedural Safeguards, Parent's Rights and Responsibilities, or Child and Parent Rights in Special Education (Fitzgerald & Watkins, 2006).
- **Informed Consent:** Fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication (General Responsibility of Public Agencies; Definitions, 34 C.F.R. pt. 300.500, 2000).
- **IDEA:** Individuals with Disabilities Education Act.
- **FAPE:** law that requires access to a free, appropriate, public education to students with disabilities.
- **IEP:** Individualized Education Program
(<http://www.wrightslaw.com/links/glossary.sped.legal.htm>)
- **Readability:** The quality of written language that makes it easy to read and understand (<http://wordnetweb.princeton.edu/perl/webwn?s=readability>).
- **Likert:** A type of questionnaire that prompts participants to choose a level of agreement to a statement on a five point scale that ranges from "strongly agree" to "strongly disagree" and including "agree", "neither agree or disagree", and "disagree".

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CHAPTER 2

Literature Review

This study will survey the research literature concerning parent workshops, especially with respect to their relationship to parental participation in special education, as well as the efforts that have been implemented for this purpose. A brief background on the law that established the procedural safeguards will be provided, followed by a couple of sample definitions of the Procedural Safeguards. Thereafter, an in depth discussion of two key areas will follow: the need for parental workshops and current efforts to educate parents with respect to procedural safeguards. At the end of this review will be a summary with the most important issues addressed during this literature review.

Legal Background

In 1975, the Education for All Handicapped Children Act was enacted and established Procedural Safeguards for parents of children with disabilities in the educational system (Roit & Pfohl, 1984). The current protections are found in the Individuals with Disabilities Education Act (IDEA) of 2004. This law requires that students with disabilities have access to a Free, Appropriate Public Education (FAPE). This law also guarantees parent participation throughout the special education referral, assessment, diagnosis, placement, development of Individual Education Plans (IEPs), and transition services (IDEA, 2004). IDEA requires that parents of students with disabilities receive a copy of the parental Procedural Safeguards or parents' rights (Fitzgerald & Watkins, 2006; Gomez-Mandic, Rudd, Hehir, and Acevedo, 2010; Roit & Pfohl, 1984). By law, Procedural Safeguards are to be comprehensible and translated into parent's native language unless it is not feasible. The law also indicates that the public agency

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should work to ensure that Procedural Safeguards are translated orally in the parents' first language or by other means of communication to assure the understanding of the Procedural Safeguards notice (General Responsibilities of Public Agencies; Definitions, 2002).

The procedural safeguards contain important information that enables parents to exercise their rights and responsibilities, make informed decisions and participate in their children's education (Fitzgerald & Watkins, 2006; Gomez-Mandic et al., 2010). It also allows parents to have the same authority as the school district when it comes to make decisions about their child's education (Osborne, 1995). The California Department of Education summarizes the Procedural Safeguards for parents of students receiving special education services as including the following rights

(<http://www.cde.ca.gov/sp/se/qa/pssummary.asp>):

- To Participate: Parents have the right to refer their child for special education services, to participate in the development of the IEP and to be informed of all program options and alternatives.
- To Receive Prior Written Notice: Parents have a right to receive prior written notice, in their native language, when the school district initiates or refuses their request to initiate a change in their child's identification, assessment, or educational placement in special education.
- To Consent: Parents must provide informed, written consent before their child is assessed or provided with any special education services, or before any change in services may occur.

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- To Refuse to Consent: Parents may refuse to consent to an assessment or the placement of their child in special education.
- To Be Given a Nondiscriminatory Assessment: Children must be assessed for special education through the use of methods that are not culturally biased or discriminatory.
- To Receive Independent Educational Assessments: If parents disagree with the results of the assessment conducted by the school district, they have the right to ask for and obtain an independent educational evaluation (IEE) at public expense.
- To Access Educational Records: Parents have a right to inspect, review, and obtain copies of their child's educational records.
- To Stay in the Current Program If There is a Disagreement About Placement: If parents disagree with the district regarding their child's special education placement or a proposed change in placement, the law requires the student to "stay put" in the current program until the dispute is resolved.
- To Be Given a Hearing Regarding Disagreements About an IEP: Parents have the right to present a complaint relating to the provision of a FAPE for their child; to have an attorney, an advocate, and the student, if appropriate, present at the due process hearing; and to make the hearing public.
- To Receive Mediation: Parents are encouraged to consider settling disagreements regarding their child's special education program through voluntary mediation, a process through which parties seek mutually agreeable solutions to disputes with the help of an impartial mediator.

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- To File a Complaint Against Your School District: If parents believe their child's school district has violated the law, they may file a complaint with the California Department of Education.
- To Be Informed of School Discipline and Alternative Placement: There are specific rules regarding the suspension and expulsion of students with IEPs.
- To Be Informed of Policies Regarding Children Who Attend Private Schools.

Furthermore, the Notice of Procedural Safeguards given to parents by Special Services in the state of California states in part that:

“This information provides you as parents, legal guardians, and surrogate parents of children with disabilities from (3) three years of age through twenty-one (21) and students who have reached age eighteen (18), the age of majority, with an overview of your educational rights or procedural safeguards” (Pajaro Valley Unified School District SELPA/Special Services Notice of Procedural Safeguards, 2008, p.1).

The following section of this study will review studies on the readability of the Procedural Safeguards, parental participation, and the overall need for workshops and other activities aimed at helping to support parental understanding of their parental rights.

Studies have suggested that there is an urgent need to find ways to make the content of Procedural Safeguards more accessible to all parents (Fitzgerald & Watkins, 2006; Gomez-Mandic et al, 2010). Several reasons are explored as to why workshops for parents can help address this issue including the high reading level of the Procedural Safeguards, relatively low reading levels of parents, and the resulting low level of parental participation.

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Procedural Safeguards

A major problem that negatively impacts parental participation is that the Procedural Safeguards are written in a complex language that can negatively impact parents' participation and their ability to make informed decisions, especially for parents with low reading skills. That is, the complex language in which the Procedural Safeguards are written make them too difficult for most people to comprehend (Roit & Pfohl, 1984; Fitzgerald & Watkins, 2006; Gomez-Mandic et al, 2010). For example, one leading study in 1984 found that the Procedural Safeguards were written at a reading level ranging from 4th to 9th grade, with the average being at a 6th grade level (Roit and Pfohl, 1984). Twenty years later, another study came to a similar conclusion: Of the fifty procedural safeguards documents which were examined, 92% to 96% were at 9th to 10th grade level or higher and 20% of procedural safeguards were at college reading level or higher (Fitzgerald & Watkins 2006). A third study yielded results consistent with the other two but found the readability levels to be even higher; almost 50% were found at a college level and almost 40% at a graduate reading level because of the difference in readability formulas used and the use of literacy information on parents of students with disabilities (Gomez-Mandic et al., 2010).

The literature therefore suggests that parents are frequently unable to understand the procedural safeguards due to low parent literacy levels and the grade of difficulty of this document. These two characteristics of the procedural safeguards often prevent parent involvement in their children's education and inhibit the exercise of parental rights (Roit & Pfohl, 1984; Fitzgerald & Watkins, 2006; Mandic et al., 2010). The impact of

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parent's relatively low literacy levels on participation is surveyed more in-depth in the following section.

Parental Low Literacy and Participation

Reading skills in a significant percentage of American adults are very low; for example, it was found as long ago as 1984 that a large number of Americans did not have strong enough reading skills to understand basic documents found in everyday life (Roit & Pfohl, 1984). About 50% of the American adult population read at or below 8th grade in 1998, and half of American adults had difficulties reading large amounts of text and making complex inferences about what they read (Fitzgerald & Watkins, 2006; Gomez-Mandic et al., 2010). In addition, 86% of Americans between ages 25 and 49 and without a high school diploma or similar education could be considered to have limited literacy (Gomez-Mandic et al., 2010).

Parents of special education students are even more challenged than the general population of parents with respect to being able to access the procedural safeguards due to lower literacy levels (Gomez-Mandic et al., 2010). This includes non-diverse white parents and culturally and linguistically diverse parents, including African-American, American Indian, and Hispanic/Latino parents. For instance, white parents are more inclined to give input during a multidisciplinary school team meeting than are parents from minority cultures, at least with respect to early childhood special education programs (Shriver and Kramer, 1993). Nonetheless, with respect to special education research it has been found that 22% of parents did not know what an IEP was, 29% reported not knowing if the services listed in their child's IEP were implemented, and 78% reported that they did not communicate with their child's special education teacher

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on regular basis (Torres-Burgo, Reyes-Wasson, Brusca-Vega, 1999). Additionally, Non-Hispanic parents expressed concern about lack of adequate information about participation as well as about being adequately included in the special education, process, (Torres-Burgo et al., 1999). These concerns are echoed by parents with culturally diverse backgrounds.

Studies suggest that collaboration of culturally and linguistically diverse (CLD) families and involvement continues to be extremely difficult due to race barriers, culture differences, language, social class, and expectations of parents and schools (Harry, 2008; Robinson-Zanartu and Majel-Dixon, 1996). Robinson-Zanartu & Majel-Dixon used surveys to investigate issues related to parental perceptions. The study examined the perceptions of 234 subjects. The survey included twenty-four items. Twenty-two of them in a Likert scale of 1 to 5 focused on satisfaction with education, values and respect of parent participation, school expectations for their children. Parents with special education children were asked about their involvement, participation on procedures and placements. The two instruments used a narrative response format targeting parent ideals of how to educate Indian/Native American children in schools and information that they would like to know about schools. The researchers used ANOVA for this study Also, African-American and American Indian parents desire to participate in their children's education, but the lack of cultural acceptance and inclusion remain a significant impairment toward this end (Harry, 2008; Robinson-Zanartu and Majel-Dixon, 1996). Also, African-American and American Indian parent participation in special education program conferences and meetings report that these efforts were more focused on informing parents of their students' progress and on signing documents rather than school-parent

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collaboration and input. The common feeling among these parents was that they did not feel empowered or that they had a voice in the decision making regarding their children's education, and that they were not satisfied with the special education process (Allen, Harry, & McLaughlin, 1995; Robinson-Zanartu & Majel-Dixon, 1996).

Similar to the situation for African-American and American Indian parents, Hispanic/Latino parents face many barriers to understanding and participating in their children's education. For example, it has been found that parents who do not speak English and are unfamiliar with the special education process in this country are unlikely to be active participants in their children's education (Lo, 2012). This may partly be attributable to parents from Latino backgrounds following traditional ways in which parental input and participation is strongly discouraged and regarded as disrespectful in many Latin American schools (Osterling & Garza, 2004). Nonetheless, studies have found problems related to parent involvement including language and cultural barriers, parent mistreatment, the need for alternative ways to explain procedural safeguards and school procedures to parents, and the need for promoting parent engagement in meetings (Torres-Burgo et al., 1999; Lian and Fontanez-Phelan, 2001). For these reasons, these parents have expressed a preference to have Spanish-speaking school personnel and bilingual teachers to perform cognitive assessments and provide instruction to their children (Lian and Fontanez-Phelan, 2001).

Hispanic/Latino parents, similar to African-American and American Indian parents, expressed the view that meetings with the school personnel with regard to special education were mainly informational and did not allow opportunities for parents to provide input in the decision-making process (Lian and Fontanez-Phelan, 2001). The

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research concluded that schools should promote parental involvement through alternative activities and workshops which consider parents' culture and language, thus allowing them to be active participants in the education of their children (Torres-Burgo et al., 1999; Lian and Fontanez-Phelan, 2001). Another study also mentioned that there is an urgent need to train researchers and educators to successfully work in a country as diverse as the U.S. (Harry, 2008). The relevance of culture to children's education has been underscored by parents themselves, who have suggested that school staff would benefit from workshops about cultural matters in order for them to become more sensitive to other cultures, and that workshops for parents to understand the procedures, processes, and school expectations would also be beneficial (Lian & Fontanez-Phelan, 2001).

The research suggests that levels of parental participation depend on each family's reality; for example, their culture, strengths and needs, understanding of their child's disability, their accessibility to resources, etc. (Hartas, 2008). Therefore, active involvement by parents may be fostered by a parent-professional partnership based on acceptance of views and respect, as well as by parents being able to serve as advocates and knowledgeable about the equal power and responsibility that they share with the education professionals (Hartas, 2008). Research has described several kinds of venues through which such involvement may be promoted.

Efforts to Educate Parents

Leading studies have concluded that parental workshops can be extremely beneficial for parents, teachers, and students (Dabkowski, 2004; Gelfer, 1991; McCall & Thacker, 1991), especially when there is a combination of oral and written presentations

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that makes information easier to understand (Young, Hooker & Freeberg, 1990). In fact, researchers strongly suggest that parents should have opportunities to become aware of their rights in the decision making process as well as having learning opportunities about ways in which they can participate in IEP meetings (Dabkowski, 2004; Turnbull, Strickland, & Goldstein, 1978).

An effort to support parental involvement is The Parent Guide to the Individuals with Disabilities Education Act (IDEA) developed by The National Center for Learning Disabilities (NCLD). This effort included parents and students all over the United States and contains useful information, such a summary of the federal law related to special education, how a student meets the criteria for learning disabilities, information on parental advocacy, and resources (Cortiella, 2006).

Also, an innovative effort that aims to support parents on the understanding of their parental rights is Parents Train Parents. This effort is a project by the Parent Advocacy Coalition for Educational Rights based in Minneapolis, Minnesota since 1976, which report was published in 1981. Parent Train Parents constituted by volunteer parents of special needs children who teach other parents about procedural safeguards, laws related to special education, public resources, and advocacy. This effort has promoted parental participation as it has created a wider understanding of important topics as parental rights and advocacy. This model was also followed in part or all by several states as Alaska, Wisconsin, North Carolina, Pennsylvania, Virginia, and Kentucky.

Another way to help encourage parental involvement and better understanding of parental rights and responsibilities is though formalized structures outside of the

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educational system that support these goals. The Parent Information Network (PIN) is a network led by parents of children with special needs in the state of Arizona. PIN support parents and special education directors with frequent updates from the state department of education. It also promotes parental awareness on special education rights and takes into consideration parents' concerns and suggestions to plan and develop new initiatives (Raabe, 2000).

Moreover, Community Based Organizations (CBOs) are private or non-profit organizations that work with the communities and cover a large range of services. Some of these groups work to organize parents and students including those with limited English skills, disabilities, or migrant status to "ensure" all students receive an equal opportunity to education (Osterling & Garza, 2004). In addition, projects such as Project Recurso are federally funded. Project Recurso works to improve special education assessment procedures for students with limited English skills. It also supports efforts to improve the skills of teachers and school personnel as well as the communication between parents and schools (Berney & Carey, 1989).

Overall, the literature suggests that workshops and other efforts are important strategies to help parents, students, and other participants increase their knowledge as well as collaboration and participation with respect to their children's special education needs. For example, participants in some of these efforts have learned new skills and applied them in subsequent opportunities (Brilliant, 2002; Dangel, 1988; McCall and Thacker, 1977). In addition, efforts to support parents, students and teachers have been shown to contribute to students' growth and development when parent and school participants collaborate all together (Gelfer, 1991). These efforts also showed the

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parental community that there are many families facing the same problems and that they can help empower each other to support their children to be successful through active participation (Cortiella, 2006).

Summary

A review of the literature strongly suggests that the readability of special education procedural safeguards does not match parents' reading levels, representing a serious problem for special education and parents with special education students. As suggested by leading studies, the procedural safeguards should be written in a language that is easily read and understood (Gomez-Mandic et al., 2010 Roit & Pfohl, 1984). Further, to promote parental involvement there is a need to provide specialized training to parents so that they are better able to understand special education and school processes, as well as to school professionals so they are better able to understand cultural and linguistic differences; there is also a need to improve communication regarding the expectations that both parents and schools have of each other (Harry, 2008; Torres-Burgo et al., 1999). Efforts to promote parental accessibility to procedural safeguards and participation in the special education and school processes are crucial and can be promoted through a variety of activities and workshops as outlined above. Implementation of these recommendations could be an important step toward bridging the gaps between special education and families of students with disabilities participation.

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CHAPTER 3

Methodology

The purpose of this study was to explore the extent to which offering a parental workshop on Procedural Safeguards in Spanish will increase parents' understanding of their rights. In addition, this study explored parents' perceptions about the usefulness of the workshop in promoting participation and advocacy. Specifically, the research questions were:

- 1) Does a parental rights workshop on Procedural Safeguards in Spanish increase parents' understanding of their procedural safeguards?
- 2) Is this gained knowledge (if any) able to be maintained?
- 3) In what ways do parents believe that a workshop on Procedural Safeguards in Spanish prepared them for future participation in their child's IEP meetings with respect to giving input, asking questions and/or asking for clarification, and feeling confident to perform these tasks?

In order to answer these questions, a mixed method research approach was used. This design was best fitted to answering the type of research questions asked as it has quantitative and qualitative features.

Setting

The school where the research was conducted is located on the Central Coast of California, in an area surrounded by artichoke and strawberry fields as well as primarily low-income housing. The school serves about 450 students, most of whom are the US-born children of Mexican immigrants. It has a number of small stores, restaurants, and

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other businesses, which primarily cater to the Mexican immigrant population who reside in the community.

Many of the students who attend the school are English Language Learners and their parents speak little to no English. Some of the students and parents come from rural communities in the Mexican state of Oaxaca and speak indigenous languages such as Mixteco, Zapoteco, and Triqui. They may or may not speak some Spanish as a second language and rarely if ever have any English language skills. The participants in this study were all Spanish speakers.

Participants

The participants who took part in the study were parents of students with identified disabilities attending the Resource Special Program. Participants were solicited from a group of 17 parents (not counting their spouses). The group of parents who attended the workshop was composed of nine females and three males.

Demographic Survey

A Demographic Survey was administered to all participants that attended the workshop in order to more thoroughly identify demographics related to the survey group, including place of birth, age, education and employment background, length of time in the U.S., languages spoken, as well as questions related to their child's disability. The survey also included questions related to their understanding of the IEP meetings and the Special Education process. The interview was given to participants individually and in private. This group of participants did not constitute a random sample, but rather the parents of children attending the Resource Specialist Program at the time of the study in the school who were willing/able to attend the Parental Right's workshop.

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Data Collection Procedures

A mixed method approach was used to investigate if the workshop expanded parents' knowledge of special education rights as compared to their knowledge prior to attending the workshop (both immediately following the workshop and a month after attending the workshop). The research also explored the parents' perceptions, specifically if parents believed that the workshop prepared them to participate actively in IEP meetings, including asking questions and/or for clarifications, giving input, as well as their confidence level to participate in these activities.

To elaborate, the research investigated both how knowledgeable parents were about their Procedural Safeguards and ways to participate in their child's IEP meetings as well as their perception of how well prepared they were to participate in these meetings after attending the workshop. In order to obtain background information about the participants, a Demographic Survey containing open-ended questions was used. Also, a pretest and posttest were used to measure parents' increase in understanding of their Procedural Safeguards and the IEP process. In addition, a maintenance test was used in order to measure if parents were able to maintain this information. The research also surveyed participants' perceptions about the usefulness of workshop by asking them to complete a satisfaction survey employing a Likert scale. Finally, a survey containing a combination of yes/no questions, open-ended questions, and Likert scales was employed for the purpose of assessing parents' perceptions of how the workshop prepared them for future participation in IEP meetings.

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Materials and Instruments

Materials. This study used two Smart board presentations in Spanish as the main tools to teach and explain information to participants. The first presentation was based on the Special Education Rights of Parents and Children, under the Individuals with Disabilities Education Act, Part B: Notice of Procedural Safeguards (2008) and the IDEA law definition and disability categories under this law. The information specifically included: definition of the IDEA law and the categories of disability under IDEA, notice, consent assessment, and access to record; how disputes are resolved; school discipline and placement procedures for students with disabilities; and state complaint procedures. The information was developed using simple words, visuals, large font, and a question/answer format with purpose of making this presentation accessible to parents with limited literacy skills (see Appendix A).

The second Smart Board presentation was structured to provide information on IEP meetings. This presentation followed the same characteristics as the first presentation. It included a definition of IEP, an explication via projector of IEP pages (parent were provided with a hard copy of a blank IEP in Spanish), a video about how to prepare for IEP meetings, ideas of how to participate in IEP meetings, and possible questions to ask in these meetings. The video used in this presentation was found on youtube.com under the IEP Team Process Videos, Chapter 4: Getting Ready for the IEP Meeting. The video was developed by Exceptional Children's Assistance Center (ECAC), a non-profit organization based in North Carolina. The video had a Spanish version, which was used in this presentation (see Appendix B).

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Instruments. Data were collected through five instruments. The first instrument was a Demographic Survey (see Appendix C) that was developed in order to more thoroughly identify demographics related to the survey group. This instrument contained eleven questions specifically related to personal background; education and work; and participation in IEP meetings, knowledge of their child's disability and the special education process.

The second instrument was a parent pre and posttest to measure baseline and gained knowledge (see Appendix D). This instrument was employed to answer the first research question on increasing parental knowledge of the Special Education Procedural Safeguards. The pre and post assessment instrument used was a modified version of the Project Ideal's Special Education Laws, Policies, and Procedures Module Pre-Post Test. This test was modified to match the parental workshop's information, which was based on the Notice of Procedural Safeguards of respective SELPA, as to avoid questions that include acronyms or other information that calls for memorization rather than understanding. The test questions and response options were read aloud to participants to assure their reading skills did not inhibit their ability to respond. This instrument was also used in order to investigate if parents remembered what they learned in the workshop at a later date (maintenance). The only difference was that the questions of this instrument were presented in a different order to participants.

The third instrument was a satisfaction survey (see Appendix E). This survey was designed to help investigate parents' perceptions about the usefulness of the workshop. The survey consisted of Likert scales, which parents used to rate statements about the workshop. Some of the statements included in this survey were: on a scale from 1-5 with

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5 meaning you strongly agree, 4 agree, 3 indifferent, 2 disagree, and 1 strongly disagree, choose the best answer based on your own opinion about the following statement: “the information received is useful” and “I learned information that I did not know”.

The fourth instrument was a survey developed in order to answer the third question (see Appendix F), containing a combination of yes/no questions, open-ended questions, and Likert scales. This instrument aimed to investigate parents’ perceptions on how prepared parents believe they were to participate in future IEP meetings. All questions in the survey were read to parents from a script in order to assure that parents who have reading challenges will be able to respond and give their perceptions and feedback. Parents’ level of confidence to participate in IEPs was also included in this survey. Some of the questions in this survey were: on a scale from 1-5, how comfortable would you feel asking the IEP team to clarify or repeat something that you did not understand? In a scale from 1-5, how confident do you feel to participate in an IEP? The survey questions were read individually to each participant. Both the questions being read to each participant and their responses were audio recorded to insure that the responses were accurately captured.

Intervention

The intervention consisted of a workshop on parental rights. The workshop was structured to provide information in Spanish using language that is easy to understand via a Smart Board slide show, interactive discussions, and question-answer sessions aimed at helping parents better comprehend how to protect their own rights and the rights of their child in special education. This workshop also trained parents on the Individualized Educational Programs and offered parents opportunities to practice participating in IEP

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meetings (using role play scenarios) with a focus on such things as asking questions, giving input, asking for clarification, etc. Parents were provided with a copy of both slide shows and a copy of a blank IEP in Spanish. In addition, a video on how to prepare for IEP meetings was shown during this workshop. The workshop was approximately 180 minutes in length and was presented in two sessions of approximately 90 minutes each time on two different days a week apart. Parents regularly attend IEP meetings and so it was anticipated that parents were willing to attend the workshops because these were given in Spanish, the invitation was in a form of a flyer along with a phone call and followed by reminder phone calls, and a light dinner was provided during each session.

Workshop Session 1

Twelve parents attended the first workshop session. Parents were welcomed and information about the agenda for the first session was given. Parents were then invited one by one to the back of the classroom, which has a divider allowing the researcher and the participants to have privacy. The researcher orally administered the Demographic Survey to each participant individually and audio recorded each session. The other parents were talking to each other and eating while the researcher was administering the surveys. Then, once all parents had participated in the survey, they were invited to take the pretest on Procedural Safeguards. Each participant was provided with a hard copy of the pretest and asked to mark responses when indicated to do so by the researcher. Each of the questions on the pretest was showed on the overhead projector and read aloud along with the multiple-choice answers. Once parents completed the pretest, parents were provided with a hard copy of the Smart Board presentation. The researcher began the workshop session, which lasted approximately 90 minutes, by presenting the reasons

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parents should know their Procedural Safeguards and then shared the agenda for the workshop with the participants. The workshop continued with the definition of the IDEA law and the categories of disability under IDEA. This segment was followed by information that included: notice, consent assessment, and access to record; how disputes are solved; school discipline and placement procedures for students with disabilities; and state complaint procedures (see Appendix E). The researcher gave examples during the presentation. Parents asked questions about the information and discussed topics as a group during the presentation. After the workshop was concluded, a posttest was administered to all participants in the same way as the pretest. Parents were thanked for their participation and invited to attend the session 2 the following week.

Workshop Session 2

Parents were reminded to attend the second workshop session by means of a flyer sent home with the student and two reminder phone calls. Ten parents attended this workshop in comparison to 12 parents in the first workshop. They were welcomed, and researcher shared the agenda for the session with those present. Parents were then provided with a hard copy of the Smart Board presentation. The workshop started with a definition of the IEP and then each IEP page was shown on the overhead projector and explained. Afterwards, parents watched a video on how to prepare for IEP meetings. Then, the workshop addressed ways in which parents can participate in IEPs. Next, the workshop turned to types of questions to ask during an IEP meeting. Parents asked questions and discussed topics from the workshop (see Appendix F). At the end, parents were directed to get together in groups of three and share with their group a) one way in which they could participate in an IEP; and b) kinds of questions they could ask in an IEP

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meeting. The researcher went around listening and re-directing parents to the topics of discussion. The researcher and parents role-played IEP scenarios and parents got to ask questions and ask for clarification as they were in an IEP meeting.

At the end of the session, parents were invited to fill out the Satisfaction Survey that included Likert scales that captured their perceptions about the usefulness of the workshop. This survey utilized Likert scales that had a series of simplified facial expressions ranging from happy to sad in order to facilitate greater understanding of the range of responses possible with a population that had limited education. Each item in the survey was read aloud to the participants. Parents then completed the satisfaction survey on their own following the prompts by the researcher. The surveys did not ask for personal information to insure anonymity.

After, filling out the satisfaction survey, parents were invited to stay and to be interviewed by the researcher one by one in private. Parents were asked to respond to 11 questions, which were read aloud to them and audio taped. The survey included 12 questions. However, the researcher inadvertently omitted question 11 after interviewing three participants. Then, the researcher decided to omit this question for all reminder participants, which left 11 questions in the survey. The omitted question meant to clarify question 10 by asking why parents would attend or not their child's IEP meeting. Thereafter, the responses to the survey questions were transcribed. Then, the surveys were organized then sorted by three topics:

1. How prepared parents felt on how to participate in IEP meetings:

Question #2: Do you believe that you are better prepared to participate in your child's IEP after the workshops? Please circle one: Yes No

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Question# 6: On a scale from 1 to 5, being 5 strongly agree; 4 agree; 3 indifferent; 2 disagree; and 1 strongly disagree, choose the best answer based on your own opinion about the following statement: **“I learned in the workshop”**

2. Parental knowledge of how to participate in IEP meetings:

Question #1: If you were going to attend your child’s IEP meeting, what kind of questions would you ask? Please, list 2 examples.

Question #3: Do you believe that you know how to participate in your child’s IEP? Please circle one: Yes No

Question #4: If you answered “no” in the previous question, please share why?

Question #5: If your answer was yes, please share 2 ways in which you can participate.

Question #7: Please share some things you have learned from the workshop.

Question #9: What are some things you could share about your child in the IEP meeting?

3. Parents’ confidence participating in IEP meetings:

Question #8: On a scale from 1 to 5, where 5 means you strongly agree; 4 agree; 3 indifferent; 2 disagree; and 1 strongly disagree, choose the best answer based on your own opinion about the following statement: **“ I feel comfortable participating in an IEP”**

Question #10: Would you attend your child’s next IEP meeting? Yes No

Question # 12: On a scale from 1 to 5, with 5 meaning you strongly agree; 4 agree; 3 indifferent; 2 disagree; and 1 strongly disagree, choose the best answer based on your own opinion about the following statement: **“I would feel**

comfortable asking the IEP team to repeat something that I did not understand”

Once the data were organized into the three topics, each question was analyzed by identifying parent responses and writing them on a different paper. Then, the researcher looked for patterns in the data using tally marks. These patterns were recorded and are reported in the following chapter.

Maintenance Session

Parents were invited back to the school after 35 days to investigate if they retained what they learned in part one of the workshop. Parents were reminded through a flyer followed by a phone call. Parents were welcomed to the last session of the workshop and invited to get some food that was provided to them. Then, they were invited to take the maintenance test. The maintenance test included the same 10 questions as the pretest/posttest used before, but in a different order. The test was administered in the same way as the pretest/posttest by reading each question and possible answers and using the overhead projector to have visual support for the participants. When parents completed the maintenance test, they were thanked for their participation in the study.

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CHAPTER 4

Results

The participants of this study were invited to attend two sessions of the workshop. In addition they were invited to meet again take the maintenance test. The first session included teaching parents the Procedural Safeguards. Parents were invited to participate in the Demographic Survey, the purpose of which was to obtain demographic information on the survey group. The first research question was designed to determine if parents understanding of Procedural Safeguards increased after attending the workshop. Pre and posttests were administered to participants in order to answer the first research question.

The second research question was intended to determine if parents were able to remember the information they learned on their Procedural Safeguards after a period of approximately 30 days after the workshop. The instrument used to answer this question was a different version of the same posttest used in the first session of the workshop (the same questions were asked, but in a different order).

The second part of the workshop focused on the following: components of an IEP; how to prepare for an IEP; appropriate information to share during IEPs; and types of questions to ask during IEP meetings. The third question was aimed at determining the parents' perceptions about how the workshop prepared them to better participate in IEP meetings by giving input, asking questions/for clarification, and feeling confident to perform these tasks. In order to answer this research question, a survey that included yes/no questions, open questions, and Likert scales (Likert, 1932) was used. In addition, a satisfaction survey with Likert scales was utilized to investigate parents' perceptions about the usefulness of the workshop.

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Demographic Survey

Participants were administered a Demographic Survey that contained eleven questions related to personal background; education and work; and participation in IEP meetings, knowledge of their child's disability and the special education process. The responses to these questions follow.

From the survey questions that targeted the participant's personal information, it was ascertained that all 12 participants were born in Mexico. Three participants were between the ages of 20-30 years old, five were between 31-40, three were between 41-50, and one between 51-60 years of age. Participants were also asked about their first language and if they spoke any other languages. All twelve participants shared that their first language was Spanish and seven shared that they did not speak any language other than Spanish. Four of them indicated that they spoke a little bit of English, and two said that they spoke some English. The participants also were asked about the number of years that they had lived in the United States. Nine of the participants shared that they had lived in the US between 10 and 20 years, two said they had lived between 21 and 30 years, and one between 31 and 40 years.

Responses to the survey questions that targeted the participants' educational background and work indicated that five of them had attended at least some elementary school, six had attended at least some high school, and one stopped attending school before graduating from a university. When participants were asked about their work, six of them responded that they worked as field workers; four worked in a restaurant, bakery, laundromat, or cleaning businesses; and two were unemployed.

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Parents were also asked about the number of IEP meetings they had attended. Two parents said that they attended one IEP meeting, three said they attended two or three IEP meetings, and seven said they attended four or more IEP meetings. In addition, the survey asked parents if they knew their child's disability. Two parents reported that their child had learning problems and two other parents said hyperactivity/ADHD. The rest of parents reported one each that their child's disability was related to problems with: memory; read and understand; inattention and restless; memory and learning; speech and language along with comprehension; speech and language by itself; both speech and language and learning; and not leaving spaces between words along with problems in writing and math. Furthermore, participants were asked why they thought that coming to the IEP meetings was important. Five parents responded that it was important to inform themselves about ways to help their child; three parents reported that it was important in order to know about their child's current performance in school; two said to motivate their child to continue forward; one said it was important in order to learn how to help the child at home and get information about the child's performance in school; and one parent said in order to know how the school is helping the child, the child's current performance, and what other available resources exist to support the child. See Table 1.

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Table 1

Participant Demographics

Characteristic	Number of Participants
Born in Mexico	12
Average age	37
Males	3
Females	9
Primary language Spanish	12
Highest grade completed	
Primary	5
Secondary	6
Some university	1
English Proficiency	
None	7
Very little	4
Some	2
Number of years living in the U.S.	
11-20	9
21-30	2
31-40	1
Work	
Fields	6
Service	4
Unemployed	2
Number of IEPs attended	
0-1	2
2-3	3
4-more	7

Pre and Posttest

Twelve parents attended the workshop and took both pretest and posttest that included the same ten questions. A dependent samples t-test was conducted to compare pre and posttest conditions. There was a significant difference in the scores for pretest ($m=3.92$, $SD=1.080$) and posttest ($M=6.75$, $SD=2.09$) conditions; $t(11)=4.36$, $p<0.01$. These results suggest that the parental workshop in Spanish on Special Education

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Procedural Safeguards does have a positive effect on parental comprehension of such rights. Specifically, the parental workshop on Special Education Procedural Safeguards in Spanish increased parents' understanding of their rights. See Table 2.

Table 2

Pretest vs. Posttest Scores

	N	Mean	Std. Deviation	P value
Pretest	12	3.92	1.08	<0.01
Posttest	12	6.75	2.09	

Satisfaction Survey

At the end of the workshop session two, parents were invited to fill out a satisfaction survey that included Likert scales that captured their perceptions about the usefulness of the workshop. Each item in the survey was read aloud to parents. See Table 3.

Table 3

Parent Average Response on Workshop Usefulness

Likert Scale Items	Participant Response Average
The information received in the workshop is useful.	5
It was easy to understand the information.	4.77
The workshop location was appropriate.	5
I learned information that I did not know.	5
The workshop times and days were convenient for me.	4.88
Would you come to a similar workshop in the future?	5
Total Respondent Average	4.941

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Survey

After filling out the satisfaction survey, parents were surveyed as to their perceptions about how prepared they felt to participate in the IEP meetings. The survey was administered to eight participants since one of them had an emergency phone call and left early and did not complete the survey and another who stayed for the workshop, did not complete the survey with researcher. The data collected from this survey was organized into three themes and then analyzed. The results are as follows:

1. How prepared parents felt to participate in the IEP meetings:

Question #2: All parents responded “yes” when asked if they believed that they were better prepared to participate in their child’s IEP after the workshop. One of them commented “of course”, two parents said “definitely”, two parents added “I believe so”, and three parents just answered the question without any comments. One parent commented: “I feel like I have more experience with acronyms now than before...I feel more familiarized with what I should ask in the meetings and I feel supported”.

Question# 6: Of the eight respondents, five parents reported through a Likert scale that they strongly agreed and three reported that they agreed with the statement: “I learned in the workshop”.

2. Parental knowledge of how to participate in IEP meetings:

Question #1: When asked about to give two kinds of questions to ask in an IEP meeting, in three instances parents gave the same or similar responses: “What is my child’s disability?” “How can I help at home?” and “Is my child making progress?” The following questions were mentioned only once by different

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parents: “What are my child’s needs?” “For how long would my child be getting therapy?” “What additional services could my child get besides the resource specialist program?” “What are my child’s goals?” “What type of help does my child need?”

Question #3: When asked about if they believe they knew how to participate in their child’s IEP following the workshop, all eight participants answered yes to this question.

Question #4: Parents were asked to clarify if their answer was “no” in question #3. Since all parents answered “yes” to the previous question, no responses were given.

Question #5: Parents were asked to share two ways of participation in the IEP meetings. “Asking questions” was mentioned seven times by parents; “giving opinions” was mentioned three times by parents; “ask about something I did not understand” was mentioned three times; “ask how I can help at home” was mentioned two times; and “ask for options”, “sharing concerns”, and “requesting information about my child” were each mentioned once.

Question #7: When asked to share some things they learned from the workshop, participants provided several responses. “How to make a folder for IEP paperwork” and “questions to ask in an IEP” was mentioned two times by parents. “I have the right to an independent evaluation”, “it is expected from parents to ask questions, have our own opinions, and ask for clarification”, “how to feel free to ask questions and participate”, “the largest disability is the specific learning

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disability”, and “focus in how I can help my child” were mentioned only once by parents. There was also one participant who answered, “I don’t remember”.

Question #9: When asked about some things they could share about their child in the IEP meeting, participants also provide arrange of responses. “Problems and concerns about family, health, and behavior” was mentioned five times by parents. “My child’s preferences and profile” and “progress observed” was mentioned two times by parents. One parent mentioned “My doubts”. Two responses were off topic: “It is good to attend the IEP meetings, so I can get informed about how my child is doing” and “in order to know how to help my child at home”.

3. Parents’ confidence participating in the IEP meetings:

Question #8: Parents were asked to rate the following statement: “ I feel comfortable participating in an IEP” using a Likert scale. Seven parents responded that they strongly agreed and one parent agreed.

Question #10: When asked if they would attend their child’s next IEP meeting, all eight parents responded “yes”. One added the comment “of course” and another “depending on the date”.

Question # 12: Parents were asked to rate the degree to which they agreed with the following statement: “I would feel comfortable asking the IEP team to repeat something that I did not understand”. All eight participants responded that they strongly agreed with the statement.

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Maintenance test

Six parents attended the session and the maintenance test was administered to each of them as was done before by reading aloud each question and the possible answers. Please note that six participants attended this session, therefore the scores between posttest and maintenance test could not be compared for those who did not attend the final session. The posttest and maintenance test parent scores are reported in detail by parent. These two tests are compared to each other in order to see if parents were able to maintain the information learned in the workshop. For this purpose a dependent-samples t-test was conducted to compare posttest and maintenance test conditions. There was not a significant difference in the scores for posttest ($m=5.67$, $SD=2.34$) and maintenance test ($M=5.67$, $SD=2.94$) conditions; $t(5)=0$, $p=1.00$. These results suggest that there was not a statistically significant difference posttest and maintenance test indicating that parents maintained their knowledge. See Table 4.

Table 4

Posttest vs. Maintenance Test

	N	Mean	Std. Deviation	P value
Posttest	6	5.67	2.34	>0.01
Maintenance	6	5.67	2.94	

CHAPTER 5

Discussion

The purpose of this study was to explore the extent to which offering a parental workshop on Procedural Safeguards in the parents' primary language (i.e., Spanish) will lead to an increase in the understanding of their rights. In addition, parents' perceptions about the usefulness of the workshop in promoting participation and advocacy were explored. The goal of this research was to increase parental understanding of Special Education parental rights and promote more meaningful parental participation in IEP meetings of parents with children in the Resource Specialist Program in the school where the research was conducted.

As Dabkowski (2004), Turnbull, Strickland, & Goldstein (1978) suggested, parents should have opportunities to become aware of their rights in the decision making process as well as opportunities to learn about how they can participate in IEP meetings. The workshop implemented in this study was an effort to support parents whose primary language is Spanish to understand their special education Procedural Safeguards and ways to participate in IEP meetings.

Most participants in this study spoke limited to no English, which also inhibits their participation in their child's education. As Lo (2012) wrote, parents who do not speak English and are unfamiliar with the special education process in this country are unlikely to be active participants in their child's education. For this reason it is imperative that districts, schools, and teachers develop efforts to increase parental understanding of their rights.

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The results of this study suggest that parents learned from the Procedural Safeguards workshop. A 28.3% increase between the pretest and posttest was observed. In addition, the results indicate that parents were also able to maintain their knowledge on Procedural Safeguards. Although the results of this study are significant, efforts towards informing parents about the special education parental rights and IEP participation should continue. Parents need ongoing opportunities to learn, practice, maintain, and generalize the information and skills obtained through these trainings.

The study results indicate that parents found the workshop useful in understanding how to better participate in IEP meetings. Parents were queried to determine if they felt better prepared to participate in IEP meetings after attending the workshop. All parents reported that they felt more prepared and knew how to participate in IEP meetings. One parent added “I feel more familiarized with what I should ask in the meetings and feel supported”. Parents also gave some examples of ways to participate in IEP meetings. Some of the most repeated questions they gave as examples were: “what is my child’s disability?”, “how can I help at home?”, and is my child making progress?”. In addition, parents also were asked about important information to share in an IEP meeting. The most common responses were that they would share “family problems and concerns, health, and behavior” as well as “progress observed”. Parents also stated that they felt comfortable asking the IEP team to repeat something they did not understand.

It appears that parents have an interest in participating in IEP meetings, but they lack in knowledge of how to do so, and are not clear about their role in the special education process generally. For instance, it was observed by the researcher that parents did not know that there was an expectation that they participate, including such things as

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giving opinions or having the right to disagree with proposed actions during IEP meetings. As Osterling & Garza (2004), wrote, this might be attributable to parents from Latino backgrounds following traditions in which parental input and participation is strongly discouraged and regarded as disrespectful in many Latin American schools. It is important that parents are assured that they are equal partners with other members of the IEP team when it comes to decision making in special education.

Therefore, offering parental trainings throughout the school year and not limited to parental rights, but also to include school processes and expectations in order to promote parental participation can be valuable. Harry (2008), Lian & Fontanez (2001), and Torres-Burgo (1999) indicate, offering workshops for parents to understand the procedures, processes, and school expectations that both parents and schools have of each other is beneficial. Once parents understand their special education rights, is up to them to decide whether or how to participate. However, as Brilliant (2002), Dangel (1998), and McCall & Thacker (1977) suggest, parents who understand their parental rights are more likely to be involved in their child's education. For this reason, providing opportunities for parents to better understand their Procedural Safeguards and role in special education can have a positive impact on special education students' success.

Implications

As providing parental workshops appears to increase parental involvement, it is recommended that efforts towards helping parents understand their rights and promote their active participation in their child's education are available for parents.

Consequently, special education teachers should continue working towards closing the gap between the theory of the Procedural Safeguards and actual practice by

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providing workshops, trainings, and other ways that allow parents to better understand and put in practice their parental rights and play as active role as partner in their student's special education.

Limitations

One limitation of this study was the small sample size of the group of participants. This study did not involve all parents of student with disabilities in the school where the study was conducted (mild/moderate, speech and language, moderate to severe programs), let alone the entire district. In addition, motivating parents to attend the training can be labor intensive; it took several reminders through flyers and phone calls to insure that parents attended. Furthermore, a series of workshops throughout the school year could have been more effective in helping parents continue to better master the information and develop greater self-confidence in the ability to participate in the special education process.

Conclusion

Providing the Procedural Safeguards to parents by giving them a hard copy of this document and an oral explanation is rarely enough for parents to fully understand their rights. This study had the purpose of promoting an understanding of special education Procedural Safeguards among parents whose primary language is Spanish. To increase understanding, a parental workshop in Spanish on Procedural Safeguards was provided along with approaches to participation in IEP meetings.

Parents were attentive and participated actively throughout the workshop sessions. Although the majority of parents who were involved in this study showed that their knowledge of special education rights increased and was maintained, they also reported

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that they felt that they knew how to participate in IEP meetings as a result of their participation in the workshop. While it is unclear from this research if parents who participated in the workshop will consistently and actively participate in future IEP meetings, other research suggests many participants of workshops and other similar efforts have learned new skills and applied them in subsequent opportunities (Brilliant, 2002; Dangel, 1988; and McCall & Thacker, 1997). Although anecdotal, the researcher did observe that two parents who attended the workshop were more engaged in their child's IEP meetings, which took place few days after the workshop. These two parents asked questions, gave input, shared concerns, and ask detailed questions about their child's progress, and in general seemed confident.

It is the hope of the researcher that more parents become better advocates of their rights as well as more involved in their child's education. The workshop was an attempt to inform parents whose primary language was Spanish of their special education Procedural Safeguards. Understanding their parental rights is the first step to active participation in IEP meetings and in their child's education. Efforts toward meeting this goal should continue.

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UNDERSTANDING PROCEDURAL SAFEGUARDS

Appendix A

Smart Board Workshop Session 1

¿Por qué es necesario hacer este entrenamiento?

- ☆ **Informar a los padres sobre sus derechos**
- ☆ **Darles la oportunidad de abogar por sus hijos/as**
- ☆ **Promover su participación en las juntas del IEP**

Derechos de la Educación Especial para Padres e Hijos



**Presentadora:
Alejandra Revilla-Rico
Maestra de Educación Especial**

Agenda



- ✓ Bienvenida/encuesta
- ✓ Examen de entrada
- ✓ Presentación/Preguntas
- ✓ Examen de salida
- ✓ Hoja de satisfacción
- ✓ Despedida

Temas de la Presentación

- ✓ Aviso, permiso, evaluación, acceso a los expedientes académicos
- ✓ Resolución de desacuerdos
- ✓ Disciplina escolar
- ✓ Procedimientos para presentar quejas

El Aviso

Es un resumen de derechos de padres e hijos en educación especial.



IDEA
ley



Todos los niños/as con discapacidades documentadas por debajo de los 22 años de edad tienen derecho a una educación apropiada y gratuita (FAPE).

Categorías de Discapacidades

- 1• autismo
- 2• sordo-ciego
- 3• sordera (severa~no permite aprendizaje al no escuchar)
- 4• trastorno emocional
- 5• discapacidad auditiva
- 6• discapacidad intelectual
- 7• discapacidades múltiples

Categorías de Discapacidades

- 8• discapacidad ortopédica
- 9• otras discapacidades (cuando esto ocasionado por un problema fuerte de salud: epilepsia, hiper-actividad y que esté afectando negativamente el aprendizaje del estudiante.)
- 10• discapacidad específica de aprendizaje
(esta es la categoría más grande) ➤
- 11• discapacidad de habla o lenguaje
- 12• lesión cerebral traumática
- 13• discapacidad visual (incluyendo ceguera)

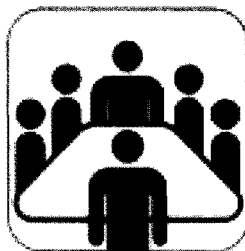
Participación de los Padres

Los padres tienen el derecho a participar en las decisiones sobre la educación de sus hijos.

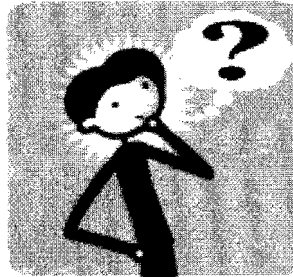
¿Cómo?

Participación de los Padres

Participando en las juntas del equipo del plan educativo individual (IEP) de sus hijos (vamos a hablar también de maneras de participación en las juntas en el 2do entrenamiento).



Aviso Escrito Anticipado



¿Cuándo se necesita un aviso?

Aviso Escrito Anticipado

Se requiere cuando hay:

- ✓ Propuesta de una evaluación para su hijo/a**
- ✓ Un cambio en la identificación, evaluación, o colocación académica**
- ✓ Este aviso debe estar en su idioma**

Aviso Escrito Anticipado



¿Qué incluye el aviso?

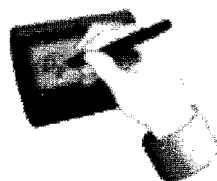
Aviso Escrito Anticipado

Incluye:

- ✓ Propuestas recomendadas y rechazadas sobre la educación de su hijo/a
- ✓ Descripción del proceso de evaluación
- ✓ Una declaración de que los padres han recibido un resumen de sus derechos
- ✓ Información de donde obtener ayuda y entender las propuestas

Aviso Escrito Anticipado

Consentimiento de los Padres



¿Cuándo se necesita el permiso de los padres?

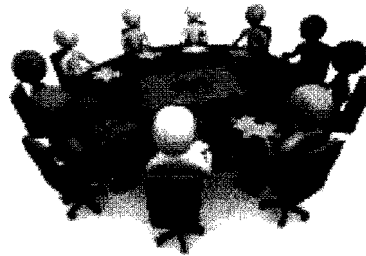
Aviso Escrito Anticipado

Su permiso se necesita cuando:

- ✓ Usted refiere a su hijo/a para una evaluación de educación especial
- ✓ Su hijo/a califica para recibir servicios de educación especial



Aviso Escrito Anticipado



¿Qué pasará en la junta?

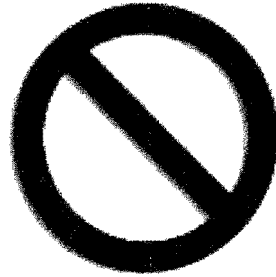
Aviso Escrito Anticipado

En la junta se presentarán los resultados de la evaluación dentro de 60 días de la fecha en que usted firmó.

Si su hijo/a califica para los servicios de educación especial, un plan educativo individual (IEP) será propuesto e incluirá los servicios educacionales que serán proveídos y un procedimiento anual de evaluación.

Usted firmará en señal de aceptación a los servicios propuestos para su hijo/a.

Aviso Escrito Anticipado



¿Qué pasa si los padres no dan el permiso o no responden?

Aviso Escrito Anticipado

El distrito escolar puede hacer evaluaciones iniciales mediante un proceso legal

El distrito no dará los servicios de IEP ni por medio de un proceso legal

El distrito podrá hacer re-evaluaciones sin su permiso

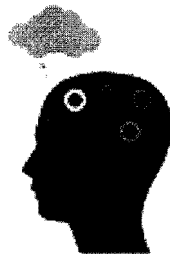
Evaluación no Discriminatoria



¿Cómo se evalúa a los niños para
los servicios de educación
especial?

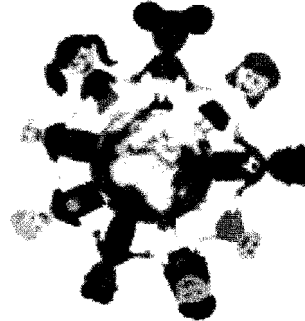
Evaluación no Discriminatoria

El niño deberá ser evaluado en todas las
áreas de discapacidad sospechadas.



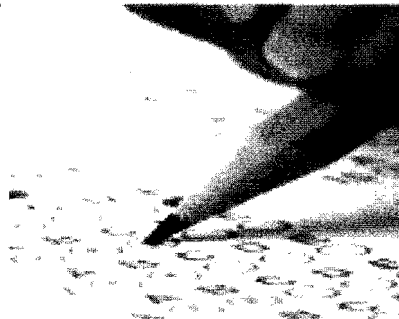
Evaluación no Discriminatoria

La evaluación no será discriminatoria en ninguno de los aspectos ni sexual, racial, o cultural.



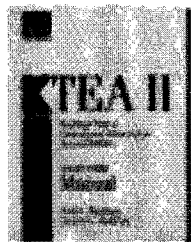
Evaluación no Discriminatoria

Los materiales de evaluación deberán ser en el idioma nativo de el niño/a en lo posible.

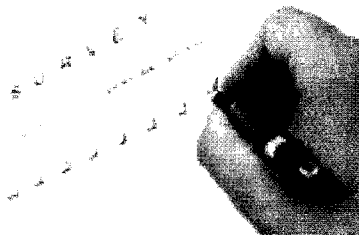


Evaluación no Discriminatoria

Un solo procedimiento no puede ser el único criterio para determinar la elegibilidad y el desarrollo de una educación pública gratuita y apropiada (FAPE) para su hijo/a.



Evaluaciones Académicas Independientes

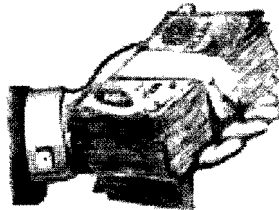


¿Qué es una evaluación independiente?

Evaluaciones Académicas Independientes

Es una evaluación que no está hecha por alguien del distrito escolar.

Evaluaciones Académicas Independientes

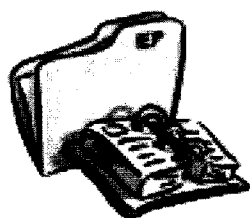


¿El distrito puede pagar por una evaluación independiente?

Evaluaciones Académicas Independientes

Sí, una sola vez si usted no está de acuerdo con los resultados de la evaluación realizada por el distrito escolar.

Acceso a los documentos académicos



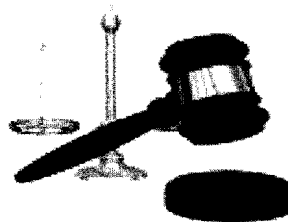
**¿Puedo examinar los documentos
de mi hijo/a?**

Acceso a los documentos académicos

**Sí. Usted tiene derecho a ver
estos documentos en cualquier
momento.**

**☆ Estos documentos deben ser
guardados confidencialmente.**

Como se Resuelven los Desacuerdos

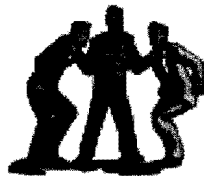


**¿Cuándo es necesaria una
audiencia legal?**

Como se Resuelven los Desacuerdos

**Cuando usted piense que el
proceso no se ha hecho en forma
justa.**

Mediación y Método Alternativo para Resolver Resolver Conflictos

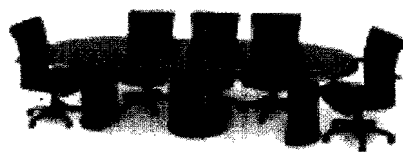


**¿Puedo solicitar uno para
resolver el conflicto?**

**Mediación y Metodo Alternativo
para Resolver Resolver
Conflictos**

**Sí. Usted puede hacerlo antes o
después de haber presentado la
solicitud de proceso legal.**

**Mediación y Método Alternativo
para Resolver Resolver
Conflictos**

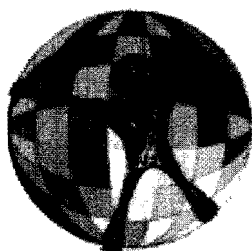


**¿Qué es una junta de mediación
previa a la audiencia?**

Mediación y Metodo Alternativo para Resolver Resolver Conflictos

Es una junta sin pelea. La aplicación debe ser presentada al Superintendente del distrito y se debe enviar una copia a la contra parte.

Derechos del Proceso Legal



¿Cuáles son mis derechos del
proceso legal?

Derechos del Proceso Legal

Usted tiene derecho a:

- Una audiencia administrativa justa
- Ser acompañado/aconsejado por un abogado
- Presentar pruebas escritas y orales
- Confrontar, contra-interrogar y solicitar la presencia de testigos
- Recibir por escrito un registro electrónico textual de las decisiones y conclusiones de la audiencia
- Tener a su hijo/a presente en la audiencia
- Solicitar una audiencia abierta o cerrada al público
- Contar con un intérprete

Presentar un Reclamo del Proceso Legal por Escrito



¿Cómo puedo solicitar una audiencia del proceso legal?

Presentar un Reclamo del Proceso Legal por Escrito

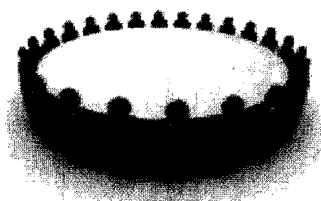
Debe incluir la siguiente información en la aplicación:

- ✓ Nombre del niño/a
- ✓ Domicilio del niño/a
- ✓ Nombre de la escuela a la que asiste el niño/a
- ✓ Una descripción del problema y una solución propuesta

Presentar un Reclamo del Proceso Legal por Escrito

Antes de solicitar un proceso legal se le debe dar oportunidad al distrito escolar de solucionar el conflicto por medio de una sesión de resolución.

Presentar un Reclamo del Proceso Legal por Escrito



**¿Qué incluye una sesión de
resolución?**

Presentar un Reclamo del Proceso Legal por Escrito

Esta debe incluir a un representante del distrito escolar con la autoridad para tomar decisiones. Si se llega a una resolución de las partes, se debe llevar a cabo un acuerdo legalmente obligatorio.

**Presentar un Reclamo del Proceso
Legal por Escrito**



¿Se puede apelar a la decisión?

**Presentar un Reclamo del Proceso
Legal por Escrito**

Sí, por medio de una acción civil
en un tribunal estatal o federal
dentro de los 90 días siguientes
a la decisión final.

**Presentar un Reclamo del Proceso
Legal por Escrito**



**¿Quién paga el sueldo de mi
abogado?**

**Presentar un Reclamo del Proceso
Legal por Escrito**

**El tribunal a su discreción puede
asignar un pago razonable de el
sueldo del abogado.**

**Protecciones de la Ley de
Educación General-Sección 504**

Los niños que no califican para educación especial pueden calificar para esta sección si un impedimento físico o mental limita la mayoría de sus actividades.

Para más información:

Office of Administrative Hearings

**Attention: Special Education
Division**

2349 Gateway Oaks Drive, Suite 200

Sacramento, CA 95833-4231

(916) 263-0880

FAX (916) 263-0890

**Disciplina Escolar y
Procedimientos de Ubicación para
Estudiantes con Discapacidades**



**¿Podría mi hijo ser suspendido o
expulsado?**

**Disciplina Escolar y Procedimientos de
Ubicación para Estudiantes con
Discapacidades**

**Sí. El personal de la escuela
puede determinar un cambio de
colocación de su niño/a con
discapacidad si viola un código de
conducta de la escuela.**

**Disciplina Escolar y Procedimientos de
Ubicación para Estudiantes con
Discapacidades**



**¿Qué ocurre después de una
expulsión de más de 10 días en el
mismo año escolar?**

**Disciplina Escolar y Procedimientos de
Ubicación para Estudiantes con
Discapacidades**

**Se debe de evaluar al niño/a en la conducta y
se deben proporcionar los servicios de
modificaciones de intervención de
comportamiento.**

**Se debe efectuar una junta con el equipo de
IEP para determinar si la mala conducta del
niño/a se debe a su discapacidad.**

**Disciplina Escolar y Procedimientos de
Ubicación para Estudiantes con
Discapacidades**



**¿Qué ocurre después de una
expulsión de más de 10 días en el
mismo año escolar?**

**Disciplina Escolar y Procedimientos de
Ubicación para Estudiantes con
Discapacidades**

**Se debe de evaluar al niño/a en la conducta y
se deben proporcionar los servicios de
modificaciones de intervención de
comportamiento.**

**Se debe efectuar una junta con el equipo de
IEP para determinar si la mala conducta del
niño/a se debe a su discapacidad.**

**Disciplina Escolar y Procedimientos de
Ubicación para Estudiantes con
Discapacidades**

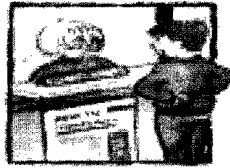


**¿Qué sucede si el equipo del IEP
determina que la mala conducta no
esta causada por la discapacidad?**

**Disciplina Escolar y Procedimientos de
Ubicación para Estudiantes con
Discapacidades**

- ✓ El distrito podría tomar una acción disciplinaria de la misma forma como para un niño/a sin discapacidad.
- ✓ Si usted está en desacuerdo con la decisión, podría solicitar una audiencia del proceso legal.
- ✓ El distrito deberá seguir proporcionando la educación apropiada y gratuita a su niño/a.

Procedimientos para Presentar Quejas



¿Cuándo puedo presentar una
queja al estado por
incumplimiento de los derechos
de mi niño/a?

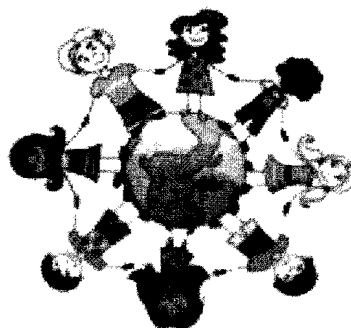
Procedimientos para Presentar Quejas

Usted puede presentar una queja cuando
considere que un distrito escolar a violado
las leyes o reglamentos de educación
especial federales o estatales.

Las quejas pueden ser enviadas
por correo a:

California Department of Education
Special Education Division
Procedural Safeguards Referral Service
1430 N Street, Suite 2401
Sacramento, CA 95814

¡Gracias por venir!

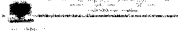


UNDERSTANDING PROCEDURAL SAFEGUARDS

Appendix B

Smart Board Workshop Session 2

Entrenamiento para Padres sobre el Plan de Educación Individual (IEP)

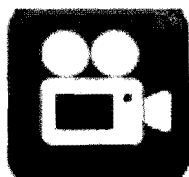


Presentadora:
Alejandra Revilla-Rico

¿Qué es un IEP o Plan Individual de Educación?

Es un plan que incluye todos los servicios
y apoyos que su hijo/a recibe en el
programa de educación especial en el que
se encuentre.





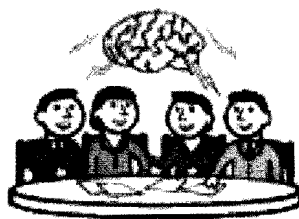
Video

Como prepararse para el IEP

5 min.

<http://www.youtube.com/watch?v=uq58yjGH8FA>

¿Cómo puedo participar en una junta de IEP?



¿Cómo puedo participar en una junta de IEP?

⇒ Haciendo preguntas



⇒ Dando sus opiniones y haciendo comentarios



¿Cómo puedo participar en una junta de IEP?

⇒ Compartiendo información sobre su niño/a



⇒ Pidiendo una aclaración sobre algo que no entendió

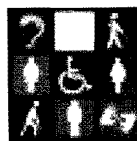


¿Qué puedo preguntar en una junta de IEP?



¿Qué puedo preguntar en una junta de IEP?

¿Cuál es la discapacidad de mi niño/a?



¿En que áreas le van a dar ayuda a mi niño/a?



¿Qué puedo preguntar en una junta de IEP?

¿Cuáles son los servicios ofrecidos?



¿Cuántas veces y por cuánto tiempo es la ayuda?



¿Qué puedo preguntar en una junta de IEP?

¿Qué apoyos va ha necesitar en la escuela mi niño/a?



¿Qué exámenes va ha tomar este año?



¿Qué puedo preguntar en una junta de IEP?

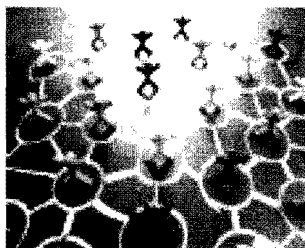
¿Cómo le puedo ayudar en casa?



☆ ¿Podría usted repetir/
aclarar.....?



A practicar!



UNDERSTANDING PROCEDURAL SAFEGUARDS

Appendix C

Demographic Survey

UNDERSTANDING PROCEDURAL SAFEGUARDS

Promoviendo Comprensión de los Derechos de Educación Especial por Medio de una Capacitación para Padres de Familia

Encuesta Demográfica

Script:

- Buenas tardes. Gracias por venir.
- Estoy haciendo un estudio en la Universidad Estatal de California en la Bahía de Monterey sobre los derechos de educación especial para padres con hijos con discapacidades.
- Me gustaría hacerle algunas preguntas. ¿Esta de acuerdo?
- La encuesta no va a llevar su nombre. Es anónima.
- ¿Estaría bien si grabo la encuesta? Es solamente para captar toda su respuesta.

Después

la grabación será borrada.

- Si no se siente a gusto al responder cualquiera de estas preguntas no tiene que hacerlo.
- ¿Esta claro todo? ¿Tiene preguntas?
- ¿Esta usted de acuerdo?

Gracias.

Preguntas:

1. ¿Dónde nació usted?

UNDERSTANDING PROCEDURAL SAFEGUARDS

Notas: _____

2. ¿Cual es su edad?

Notas: _____

3. ¿Cual es el grado mas alto que ha usted completado en la escuela?

Notas: _____

4. ¿Cual es su primer idioma?

Notas: _____

5. ¿Habla usted otros lenguajes? En caso de que la respuesta sea "si", ¿cuales?

Notas: _____

6. ¿Hace cuanto tiempo vive en los Estados Unidos?

Notas: _____

7. Cuénteme sobre su trabajo.

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Notas: _____

8. ¿En cuantas juntas del Plan Individual de Educación de su hijo/a ha Ud. estado presente?

Notas: _____

9. ¿Sabe Ud. cual es la discapacidad de su hijo/a?

Notas: _____

10. ¿Por qué cree usted que es importante asistir a las juntas del Plan Individual de Educación de su hijo/a?

Notas: _____

11. ¿Por qué cree usted que es importante entender el proceso de la educación especial?

Notas: _____

Script: Gracias por participar.

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Appendix D

Protocol Pretest and Posttest (modified)



Project IDEAL
INFORMING & DESIGNING EDUCATION FOR ALL LEARNERS

Leyes, Pólizas y Procedimientos de Educación Especial

Modulo Pre-Post Examen

Fecha: _____

Instrucciones: Circula una respuesta por cada pregunta.

1. Las siglas en ingles FAPE (Educación Publica Apropiada y Gratuita) significa que los estudiantes:
 - a. pueden escoger que plaza educacional es apropiada para ellos.
 - b. debe ser proveída con una educación apropiada sin costo alguno para las familias.
 - c. con discapacidades son requeridos de estar en una plaza de educación general.
 - d. puedan escoger a que escuela ir en su distrito escolar.
2. El aviso escrito anticipado se requiere cuando hay:
 - a. un cambio de clase
 - b. un cambio de la maestra de su niño/a
 - c. una propuesta de evaluación
 - d. una propuesta de evaluación o cambio en la identificación, evaluación o colocación académica.
3. Partes de un IEP (Programa Individual de Educación) incluye:
 - a. metas anuales con fechas especificas y tiempos de los servicios educacionales propuestos.
 - b. niveles académicos presentes y objetivos anuales.
 - c. servicios educacionales que serán proveídos y un procedimiento anual de evaluación.
 - d. Procedimiento mensual de evaluación y servicios educacionales proveídos.
4. De acuerdo a el Procedimiento Legal, los padres tienen el derecho a:
 - a. que los archivos de su hijo/a sean guardados confidencialmente.
 - b. guardar copias originales de todos los archivos de su hijo/a.
 - c. recibir una notificación oral de los cambios de plaza.

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- d. estar representados por un consejero legal sin costo alguno.
- 5. Una evaluación no discriminatoria es cuando no se tiene en cuenta:
 - a. sueldo, religión, o el lenguaje.
 - b. raza, cultura, o religión.
 - c. sueldo, lenguaje, o cultura.
 - d. raza, cultura, o lenguaje.
- 6. El distrito puede evaluar a un niño/a:
 - a. sólo con el permiso de los padres.
 - b. sin mi permiso por medio de un proceso legal.
 - c. con el permiso de su maestra/o.
 - d. con el permiso del director de la escuela.
- 7. El distrito le puede comenzar a dar servicios de educación especial a mi hijo:
 - a. sólo si los padres están de acuerdo.
 - b. si los resultados de la evaluación demuestran que el niño/a tiene una discapacidad.
 - c. si el niño esta de acuerdo.
 - d. si el psicólogo/a y el maestro/a están de acuerdo.
- 8. Elija la afirmación verdadera:
 - a. La categoría mas grande de discapacidades es el impedimento del Habla y Lenguaje.
 - b. El desorden de Deficiencia de Atención/hiperactividad es una categoría de discapacidad.
 - c. La categoría mas grande de discapacidades es la de discapacidades especificas de aprendizaje.
 - d. Autismo esta categorizado como una discapacidad física.
- 9. Para ser protegido por la Ley de Educación General (Sección 504), un individuo debe de tener:
 - a. un impedimento físico o mental que limite la mayoría de sus actividades.
 - b. un impedimento que sea diagnosticado antes de cumplir los 10 años de edad.
 - c. un archivo escrito de algún impedimento.
 - d. un impedimento que limita actividades menores de vida.
- 10. Para estar protegido por IDEA (Ley que da a los niños con necesidades especiales el derecho de una educación apropiada gratuita), un individuo debe ser un estudiante:

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- a. que pueda o no pueda tener una discapacidad, pero que necesite ayuda suplementaria.
- b. con una discapacidad documentada por debajo de los 22 años de edad.
- c. quien haya sido diagnosticado con una discapacidad antes de los 10 años de edad.
- d. con al menos dos discapacidades documentadas.

Nota: Este examen ha sido modificado por la investigadora.

Appendix E
Satisfaction Survey

Encuesta de Satisfacción

1. La información recibida en el entrenamiento es útil.



2. Fue fácil entender la información.



3. El lugar del entrenamiento fué adecuado.



4. Yo aprendí información útil que no sabia.



5. Los días y la hora de los entrenamientos fueron convenientes para mí.



6. (Sólo si no fueron convenientes)...hubieran sido mejores para mí los siguientes días y hora:
-

7. ¿Vendría usted a un entrenamiento similar en el futuro?



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Appendix F

Survey

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Promoviendo Comprensión de los Derechos de Educación Especial por Medio de una Capacitación para Padres de Familia

Encuesta

Script:

- Buenas tardes. Gracias por venir.
- Estoy haciendo un estudio en la Universidad Estatal de California en la Bahía de Monterey sobre los derechos de educación especial para padres con hijos con discapacidades.
- Me gustaría hacerle algunas preguntas. ¿Esta de acuerdo?
- La encuesta no va a llevar su nombre. Es anónima.
- ¿Estaría bien si grabo la encuesta? Es solamente para captar toda su respuesta.

Después

la grabación será borrada.

- Si no se siente a gusto al responder cualquiera de estas preguntas no tiene que hacerlo.
- ¿Esta claro todo? ¿Tiene preguntas?
- ¿Esta usted de acuerdo?

Gracias.

Preguntas:

1. ¿Si usted fuera a ir a la junta del Plan Individual de Educación de su hijo/a, que tipo de preguntas haría? Por favor, liste dos ejemplos:

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Notas: _____

2. ¿Usted cree que esta mejor preparado para participar en la junta del Plan Individual de su hijo/a después de la capacitación? Por favor circule uno:

Si No

Notas: _____

3. ¿Cree usted que sabe como participar en la junta del Plan Individual de Educación de su hijo/a? Por favor circule uno:

Si No

4. Si su respuesta fue no en la pregunta anterior, por favor cuénteme porque

Notas: _____

5. Si su respuesta fue si, por favor h bleme de dos maneras en la puede participar:

Notas: _____

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6. En una escala del 1 al 5, siendo 5 completamente de acuerdo; 4 de acuerdo; 3 no tengo opinión; 2 en desacuerdo; y 1 completamente en desacuerdo, escoja la mejor respuesta de su punto de vista sobre esta afirmación:

“Yo aprendí en la capacitación”

Completamente De acuerdo No tengo En desacuerdo Completamente
De acuerdo Opinión En desacuerdo



5 4 3 2 1

Notas: _____

7. Por favor hableme de alguna cosas que aprendió en la capacitación:

Notas: _____

8. En una escala del 1 al 5, siendo 5 completamente de acuerdo; 4 de acuerdo; 3 no tengo opinión; 2 en desacuerdo; y 1 completamente en desacuerdo, escoja la mejor respuesta de su punto de vista sobre esta afirmación:

“Me siento seguro de participar en una junta del Plan Individual de Educación”

Completamente De acuerdo No tengo En desacuerdo Completamente
De acuerdo Opinión En desacuerdo

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5 4 3 2 1

Notas: _____

9. ¿Cuales serian algunas cosas que usted podría compartir con el equipo del Plan Individual de Educación sobre su hijo/a?

Notas: _____

10. ¿Usted iría a la próxima junta del Plan Individual de Educación de su hijo/a?

Si No

11. ¿Por que participaría o por que no participaría en la junta del Plan Individual de Educación de su hijo/a?

Notas: _____

12. En una escala del 1 al 5, siendo 5 completamente de acuerdo; 4 de acuerdo; 3 no tengo opinión; 2 en desacuerdo; y 1 completamente en desacuerdo, escoja la mejor respuesta de su punto de vista sobre esta afirmación:

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“Me sentiría a gusto preguntar al equipo del Plan Individual de Educación que clarifique o repita algo que no entendí”

Completamente De acuerdo No tengo En desacuerdo Completamente
De acuerdo Opinión En desacuerdo



5

4

3

2

1

Notas: _____

Script: Gracias por participar.